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Proposed Regulation Agency Background Document

Agency name	Virginia Department of Education	
Virginia Administrative Code (VAC) Chapter citation(s)	8VAC20-23	
VAC Chapter title(s)	Licensure Regulations for School Personnel	
Action title	Revisions to the Licensure Regulations for School Personnel to Comport with 2018 legislation	
Date this document prepared	8-13-2020	

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Order 14 (as amended, July 16, 2018), the Regulations for Filing and Publishing Agency Regulations (1VAC7-10), and the *Form and Style Requirements for the Virginia Register of Regulations and Virginia Administrative Code*.

Brief Summary

Provide a brief summary (preferably no more than 2 or 3 paragraphs) of this regulatory change (i.e., new regulation, amendments to an existing regulation, or repeal of an existing regulation). Alert the reader to all substantive matters. If applicable, generally describe the existing regulation.

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction preK-6 in the Licensure Regulations for School Personnel.

Acronyms and Definitions

Define all acronyms used in this form, and any technical terms that are not also defined in the "Definitions" section of the regulation.

No acronyms or definitions are set forth that are not defined in the regulations.

Mandate and Impetus

Identify the mandate for this regulatory change and any other impetus that specifically prompted its initiation (e.g., new or modified mandate, petition for rulemaking, periodic review, or board decision). For purposes of executive branch review, "mandate" has the same meaning as defined in Executive Order 14 (as amended, July 16, 2018), "a directive from the General Assembly, the federal government, or a court that requires that a regulation be promulgated, amended, or repealed in whole or part."

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction preK-6 in the Licensure Regulations for School Personnel.

Legal Basis

Identify (1) the promulgating agency, and (2) the state and/or federal legal authority for the regulatory change, including the most relevant citations to the Code of Virginia and Acts of Assembly chapter number(s), if applicable. Your citation must include a specific provision, if any, authorizing the promulgating agency to regulate this specific subject or program, as well as a reference to the agency's overall regulatory authority.

The Virginia Board of Education is the promulgating agency. The Virginia Board of Education has the authority to amend its regulations

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction preK-6 in the Licensure Regulations for School Personnel.

Purpose

Explain the need for the regulatory change, including a description of: (1) the rationale or justification, (2) the specific reasons the regulatory change is essential to protect the health, safety or welfare of citizens, and (3) the goals of the regulatory change and the problems it's intended to solve.

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction preK-6 in the Licensure Regulations for School Personnel. The endorsements in dual language were requested so that individuals who had expertise in elementary education or world languages could teach in dual language programs and seek a specific endorsement addressing the area in which they are teaching. This will allow someone who has world language preparation to teach in an elementary dual language program without seeking both a world (foreign) language endorsement and an elementary endorsement.

Substance

Briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both. A more detailed discussion is provided in the "Detail of Changes" section below.

The proposed regulations will make revisions to professional studies requirements and add new endorsements listed below. Colleges and universities may develop programs for individuals interested in teaching in dual language programs.

Professional Studies Requirements for Dual Language

Dual Language (English) Endorsement PreK-6 Dual Language (English) PreK-6 (Add-on Endorsement)

Dual Language (Target Language) Endorsement PreK-6 Dual Language (Target Language) PreK-6 (Add-on Endorsement)

Issues

Identify the issues associated with the regulatory change, including: 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions; 2) the primary advantages and disadvantages to the agency or the Commonwealth; and 3) other pertinent matters of interest to the regulated community, government officials, and the public. If there are no disadvantages to the public or the Commonwealth, include a specific statement to that effect.

The advantages of the endorsements allow additional options for individuals seeking endorsements to teach elementary dual language classes.

Requirements More Restrictive than Federal

Identify and describe any requirement of the regulatory change which is more restrictive than applicable federal requirements. Include a specific citation for each applicable federal requirement, and a rationale for the need for the more restrictive requirements. If there are no applicable federal requirements, or no requirements that exceed applicable federal requirements, include a specific statement to that effect.

There are no federal applicable requirements.

Agencies, Localities, and Other Entities Particularly Affected

Identify any other state agencies, localities, or other entities particularly affected by the regulatory change. "Particularly affected" are those that are likely to bear any identified disproportionate material impact which would not be experienced by other agencies, localities, or entities. "Locality" can refer to either local governments or the locations in the Commonwealth where the activities relevant to the regulation or regulatory change are most likely to occur. If no agency, locality, or entity is particularly affected, include a specific statement to that effect.

Other State Agencies Particularly Affected

There are no other state agencies particularly affected.

Localities Particularly Affected

School divisions will have additional options for endorsements individuals may hold to teach in dual language programs. Currently, those teaching in targeted language must meet requirements for the elementary endorsement as well as the world language.

Other Entities Particularly Affected

Individuals who wish to teach in such programs could complete a program and seek a license in the area in which they desire to teach.

Economic Impact

Pursuant to § 2.2-4007.04 of the Code of Virginia, identify all specific economic impacts (costs and/or benefits), anticipated to result from the regulatory change. When describing a particular economic impact, specify which new requirement or change in requirement creates the anticipated economic impact. Keep in mind that this is change versus the status quo.

Impact on State Agencies

 For your agency: projected costs, savings, fees or revenues resulting from the regulatory change, including: a) fund source / fund detail; b) delineation of one-time versus on-going 	There is no specific economic impact on state agencies other than the administrative time for the Department of Education to develop and implement the new regulatory language.
 c) whether any costs or revenue loss can be absorbed within existing resources 	Individuals seeking a license with an endorsement in a dual language endorsement will need to meet applicable license fees.
<i>For other state agencies</i> : projected costs, savings, fees or revenues resulting from the regulatory change, including a delineation of one- time versus on-going expenditures.	
<i>For all agencies:</i> Benefits the regulatory change is designed to produce.	The regulation will provide another option to become licensed to teach dual language classes.

Impact on Localities

Projected costs, savings, fees or revenues resulting from the regulatory change.	The licensees generally pay for additional endorsements; therefore, the cost does not impact school divisions.
Benefits the regulatory change is designed to produce.	The dual language programs will provide additional options for individuals who wish to teach dual language.

Impact on Other Entities

Description of the individuals, businesses, or other entities likely to be affected by the regulatory change. If no other entities will be affected, include a specific statement to that effect.	The dual language endorsements may be sought by individuals who need to be licensed and endorsed to teach dual language courses.
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Agency's best estimate of the number of such entities that will be affected. Include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that: a) is independently owned and operated and; b) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.	No small businesses will be affected.
All projected costs for affected individuals, businesses, or other entities resulting from the regulatory change. Be specific and include all costs including, but not limited to: a) projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses; b) specify any costs related to the development of real estate for commercial or residential purposes that are a consequence of the regulatory change; c) fees; d) purchases of equipment or services; and e) time required to comply with the requirements.	There is no specific economic impact on state agencies other than the administrative time for the Department of Education to develop and implement the new regulatory language. Individuals seeking a license with an endorsement in a dual language endorsement will need to meet applicable license fees. Small business are not impacted by any of the proposed endorsements.
Benefits the regulatory change is designed to produce.	The advantages of the endorsements allow additional options for individuals seeking endorsements to teach elementary dual language classes.

Alternatives to Regulation

Describe any viable alternatives to the regulatory change that were considered, and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the regulatory change. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in § 2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulatory change.

The requirement was mandated by the Code of Virginia; therefore, no other alternatives were considered.

Regulatory Flexibility Analysis

Pursuant to § 2.2-4007.1B of the Code of Virginia, describe the agency's analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) establishing less stringent compliance or reporting requirements; 2) establishing less stringent schedules or deadlines for compliance or reporting requirements; 3) consolidation or simplification of compliance or reporting requirements; 4) establishing performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the regulatory change.

The requirement was mandated by the Code of Virginia; therefore, no other alternatives were considered. Flexibility, however, was considered by proposing separate endorsements (including add-on endorsements), depending on the specific area of assignment an educator will teach.

Periodic Review and Small Business Impact Review Report of Findings

If you are using this form to report the result of a periodic review/small business impact review that is being conducted as part of this regulatory action, and was announced during the NOIRA stage, indicate whether the regulatory change meets the criteria set out in Executive Order 14 (as amended, July 16, 2018), e.g., is necessary for the protection of public health, safety, and welfare; minimizes the economic impact on small businesses consistent with the stated objectives of applicable law; and is clearly written and easily understandable.

In addition, as required by § 2.2-4007.1 E and F of the Code of Virginia, discuss the agency's consideration of: (1) the continued need for the regulation; (2) the nature of complaints or comments received concerning the regulation; (3) the complexity of the regulation; (4) the extent to the which the regulation overlaps, duplicates, or conflicts with federal or state law or regulation; and (5) the length of time since the regulation has been evaluated or the degree to which technology, economic conditions, or other factors have changed in the area affected by the regulation. Also, discuss why the agency's decision, consistent with applicable law, will minimize the economic impact of regulations on small businesses.

There is no impact on small businesses.

Public Comment

<u>Summarize</u> all comments received during the public comment period following the publication of the previous stage, and provide the agency response. Include all comments submitted: including those received on Town Hall, in a public hearing, or submitted directly to the agency. If no comment was received, enter a specific statement to that effect.

Commenter	Comment	Agency response	
Dual Language	No public comment was received.		

Public Participation

Indicate how the public should contact the agency to submit comments on this regulation, and whether a public hearing will be held, by completing the text below.

The Department of Education is providing an opportunity for comments on this regulatory proposal, including but not limited to (i) the costs and benefits of the regulatory proposal, (ii) any alternative approaches, (iii) the potential impacts of the regulation, and (iv) the agency's regulatory flexibility analysis stated in that section of this background document.

Anyone wishing to submit written comments for the public comment file may do so through the Public Comment Forums feature of the Virginia Regulatory Town Hall web site at: <u>https://townhall.virginia.gov</u>. Comments may also be submitted by mail, email or fax to Maggie Clemmons, Director of Licensure and School Leadership,

Maggie.Clemmons@doe.virginia.gov. In order to be considered, comments must be received by 11:59 pm on the last day of the public comment period.

A public hearing will not be held following the publication of this stage.

Detail of Changes

List all regulatory changes and the consequences of the changes. Explain the new requirements and what they mean rather than merely quoting the text of the regulation. For example, describe the intent of the language and the expected impact. Describe the difference between existing requirement(s) and/or agency practice(s) and what is being proposed in this regulatory change. Use all tables that apply, but delete inapplicable tables.

If an <u>existing</u> VAC Chapter(s) is being amended or repealed, use Table 1 to describe the changes between existing VAC Chapter(s) and the proposed regulation. If existing VAC Chapter(s) or sections are being repealed <u>and replaced</u>, ensure Table 1 clearly shows both the current number and the new number for each repealed section and the replacement section.

Table 1: Changes	s to Existing	VAC Chapter(s)
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Current	New chapter-	Current requirements in VAC	Change, intent, rationale, and
chapter-	section		likely impact of new
section	number, if		requirements
number	applicable		Changes highlighted in yellow.
8VAC20- 23-130	N/A	8VAC20-23-130. Professional Studies Requirements for Early/Primary Education, Elementary Education, and Middle Education Endorsements. Professional studies requirements for early/primary education, elementary education, and middle	8VAC20-23-130. Professional Studies Requirements for Early/Primary Education, Elementary Education, and Middle Education Endorsements. Professional studies requirements for early/primary education, elementary education, and middle

education: 21 semester hours.	education: 21 semester hours.
These requirements may be taught	These requirements may be taught
in integrated coursework or	in integrated coursework or
modules.	modules.
1. Human development and	1. Human development and
learning (birth through	learning (birth through
adolescence): 3 semester hours.	adolescence): 3 semester hours.
nouis.	a. Skills in this area shall
a. Skills in this area shall	contribute to an
contribute to an	understanding of the
understanding of the	physical, social, emotional,
physical, social, emotional,	speech and language, and
speech and language, and	intellectual development of
intellectual development of	children and the ability to
children and the ability to	use this understanding in
use this understanding in	guiding learning
guiding learning	experiences and relating
experiences and relating	meaningfully to students.
meaningfully to students.	meaningruity to studelits.
meaningiuny to students.	b. The interaction of
b. The interaction of children	children with individual
with individual differences -	differences - economic,
economic, social, racial,	social, racial, ethnic,
ethnic, religious, physical,	religious, physical, and
and cognitive- should be	cognitive- should be
incorporated to include skills	incorporated to include
contributing to an	skills contributing to an
understanding of	understanding of
developmental disabilities	developmental disabilities
and developmental issues	and developmental issues
related to, but not limited to,	related to, but not limited
low socioeconomic status;	to, low socioeconomic
attention deficit disorders;	status; attention deficit
developmental disorders;	disorders; developmental
gifted education, including the use of multiple criteria to	disorders; gifted education, including the
identify gifted students; substance abuse; trauma,	use of multiple criteria to
including child abuse and	identify gifted students; substance abuse; trauma,
neglect and other adverse	including child abuse and
childhood experiences; and	neglect and other adverse
family disruptions.	childhood experiences;
2. Curriculum and instruction: 3	and family disruptions.
semester hours.	2. Curriculum and instruction: 3
	semester hours.
a. Early/primary education	
preK-3 or elementary	a. Early/primary education
education preK-6 curriculum	preK-3 or elementary education
and instruction: 3 semester	preK-6 curriculum and
hours.	instruction: 3 semester hours.
(1) Skills in this area shall	(1) Skills in this area shall
contribute to an	contribute to an

principles of learning; the	principles of learning; the
application of skills in	application of skills in
discipline-specific methodology; varied and	discipline-specific methodology; varied and
effective methods of	effective methods of
communication with and	communication with and
among students; selection	among students; selection
and use of materials,	and use of materials,
including media and	including media and
contemporary technologies;	contemporary technologies;
and selection, development,	and selection, development,
and use of appropriate	and use of appropriate
curricula, methodologies,	curricula, methodologies,
and materials that support	and materials that support
and enhance student	and enhance student
learning and reflect the research on unique, age-	learning and reflect the research on unique, age-
appropriate, and culturally	appropriate, and culturally
relevant curriculum and	relevant curriculum and
pedagogy.	pedagogy.
(2) Understanding of the principles of online learning	(2) Understanding of the principles of online learning
and online instructional	and online instructional
strategies and the	strategies and the
application of skills to	application of skills to deliver
deliver online instruction	online instruction shall be
shall be included.	included.
(3) Instructional practices	(3) Instructional practices
that are sensitive to	that are sensitive to culturally
culturally and linguistically	and linguistically diverse
diverse learners, including	learners, including English
English learners, gifted and	learners, gifted and talented
talented students, and	students, and students with
students with disabilities,	disabilities, and appropriate
and appropriate for the	for the preK-3 or preK-6
preK-3 or preK-6 endorsement shall be	endorsement shall be included.
included.	included.
	(4) Teaching methods shall
(4) Teaching methods shall	be tailored to promote
be tailored to promote	student engagement and
student engagement and	student academic progress
student academic progress and effective preparation for	and effective preparation for
the Virginia Standards of	the Virginia Standards of Learning assessments.
Learning assessments.	Learning addeddimenta.
, i i i i i i i i i i i i i i i i i i i	(5) Study in (i) methods of
(5) Study in (i) methods of	improving communication
improving communication	between schools and
between schools and	families; (ii) communicating
families; (ii) communicating	with families regarding social
with families regarding social and instructional	and instructional needs of children: (iii) ways of
needs of children; (iii) ways	children; (iii) ways of increasing family
needs of children, (iii) ways	

 of increasing family engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; and (v) Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included. (6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills. (7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year- Olds. (8) Demonstrated proficiency in the use of educational technology for instruction shall be required. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of 	engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; and (v) Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included. (6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills. (7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year- Olds. (8) Demonstrated proficiency in the use of educational technology for instruction shall be required. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or
developed by the Virginia Board of Education in consultation with the	Board of Education in consultation with the Virginia Department of Social

	defibrillators shall be	(9) Pre-student teaching
	included.	experiences (field
		experiences) should be
	(9) Pre-student teaching	evident within these skills.
	experiences (field	
	experiences) should be	b. Middle education 6-8
	evident within these skills.	curriculum and instruction:
		3 semester hours.
	b. Middle education 6-8	
	curriculum and instruction: 3	Skills in this area shall
	semester hours.	contribute to an
		understanding of the
	(1) Skills in this area shall	principles of learning; the
	contribute to an	application of skills in
	understanding of the	discipline-specific
	principles of learning; the	methodology; varied and
	application of skills in	effective methods of
	discipline-specific	communication with and
	methodology; varied and	among students; selection
	effective methods of	and use of materials,
	communication with and	
	among students; selection	including media and
	and use of materials,	contemporary
	including media and	technologies; and
	contemporary technologies;	evaluation of pupil
		performance.
	and evaluation of pupil	(\mathbf{O}) Lingle retrieved in \mathbf{r} of the
	performance.	(2) Understanding of the
	(2) Understanding of the	principles of online
	(2) Understanding of the principles of online learning	learning and online
		instructional strategies and
	and online instructional	the application of skills to
	strategies and the	deliver online instruction
	application of skills to	shall be included.
	deliver online instruction	(0) has trace the set is resulting a
	shall be included.	(3) Instructional practices
	(2) Instructional practices	that are sensitive to
	(3) Instructional practices	culturally and linguistically
	that are sensitive to	diverse learners including
	culturally and linguistically	English learners, gifted
	diverse learners including	and talented students, and
	English learners, gifted and	students with disabilities,
	talented students, and	and shall be appropriate
	students with disabilities,	for the middle education
	and shall be appropriate for	endorsement shall be
	the middle education	included.
	endorsement shall be	· · · · · · · · · · · · · · · · · · ·
	included.	(4) Teaching methods
		shall be tailored to
	(4) Teaching methods shall	promote student
	be tailored to promote	engagement and student
	student engagement and	academic progress and
	student academic progress	effective preparation for
	and effective preparation for	the Virginia Standards of
	the Virginia Standards of	Learning assessments.
	Learning assessments.	(5) Study in methods of
		improving communication
		between schools and

 (5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included. (6) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included. (7) Pre-student teaching experiences (field experiences) should be evident within these skills. 3. Classroom and behavior management: 3 semester hours. a. Skills in this area shall contribute to an understanding and 	families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included. (6) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included. (7) Pre-student teaching experiences (field experiences) should be evident within these skills. c. Dual Language curriculum and instruction: 3 semester hours.
contribute to an understanding and application of research- based classroom and behavior management	<u>contribute to an</u> <u>understanding of the</u> <u>principles of learning:</u> <u>dual language</u> <u>acquisition; theories of</u>
techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well- being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules	second language acquisition; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary

of the educational	technologies; and
environment.	<mark>selection, development,</mark>
	and use of appropriate
b. This area shall address	<mark>curricula, methodologies,</mark>
diverse approaches based	and materials that support
upon culturally responsive	and enhance student
behavioral, cognitive,	learning and reflect the
affective, social and	<u>research on unique, age-</u>
ecological theory and	appropriate, and culturally
practice.	relevant curriculum and
	pedagogy.
c. Approaches should	(2) Understanding of the
support professionally	principles of online
appropriate practices that	learning and online
promote positive redirection	instructional strategies
of behavior, development of	and the application of
social skills, and of self-	skills to deliver online
discipline.	instruction shall be
	included.
d. Knowledge and an	(3) Instructional practices
understanding of various	that are sensitive to
school crisis management	culturally and linguistically
and safety plans and the	diverse learners,
demonstrated ability to	including English
create a safe, orderly	learners, gifted and
classroom environment	talented students, and
shall be included.	students with disabilities,
a The link between	and appropriate for the
e. The link between	preK-3 or preK-6
classroom management and	endorsement shall be
students' ages shall be	included.
understood and	(4) Teaching methods
demonstrated in techniques	shall be tailored to
used in the classroom.	promote student
4. Assessment of and for	engagement and student
	academic progress and
learning: 3 semester hours.	effective preparation for
a. Skills in this area shall be	the Virginia Standards of
designed to develop an	Learning assessments.
understanding and	(5) Study in (i) methods of
application of creating,	improving communication
selecting, and implementing	between schools and
valid and reliable	families; (ii)
classroom-based	communicating with
assessments of student	families regarding social
learning, including formative	and instructional needs of
and summative	children; (iii) ways of
assessments. Assessments	increasing family
designed and adapted to	engagement in student
meet the needs of diverse	learning at home and in
learners shall be addressed.	school; (iv) the Virginia
learners shall be addressed.	Standards of Learning; (v)
b. Analytical skills	English Language
necessary to inform ongoing	Development Standards
planning and instruction, as	(WIDA) and (vi) Virginia
well as to understand and	
	Foundation Blocks for

help students understand	Early Learning:
their own progress and	Comprehensive
growth shall be included.	Standards for Four-Year-
c. Skills shall also include	Olds prepared by the
the ability to understand the	Virginia Department of
-	Education's Office of
relationships among	Humanities and Early
assessment, instruction,	<u>Childhood shall be</u>
and monitoring student	included.
progress to include student	(6) Early childhood
performance measures in	educators shall
grading practices, the ability	understand the role of
to interpret valid	<mark>families in child</mark>
assessments using a variety	<mark>development and in</mark>
of formats in order to	relation to teaching
measure student attainment	educational skills.
of essential skills in a	<u>(7) Early childhood</u>
standards-based	educators shall
environment, and the ability	understand the role of the
to analyze assessment data	informal and play-
to make decisions about	mediated settings for
how to improve instruction	promoting students' skills
and student performance.	and development and
d. I be deve to a d'a sur fueto to	shall demonstrate
d. Understanding of state	<u>knowledge and skill in</u>
assessment programs and	interacting in such
accountability systems,	situations to promote
including assessments used	specific learning
for student achievement	outcomes as reflected in
goal-setting as related to	Virginia's Foundation
teacher evaluation and	Blocks for Early Learning:
determining student	Comprehensive
academic progress shall be	Standards for Four-Year-
included.	Olds.
	(8) Demonstrated
e. Knowledge of legal and	proficiency in the use of
ethical aspects of	educational technology
assessment and skills for	for instruction shall be
developing familiarity with	required.
assessments used in preK-	(9) Pre-student teaching
12 education, such as	experiences (field
diagnostic, college	experiences) should be
admission exams, industry	evident within these skills.
certifications, and	
placement assessment shall	3. Classroom and behavior
be included.	management: 3 semester hours.
5. Foundations of education and	5
	a. Skills in this area shall
the teaching profession: 3	contribute to an
semester hours.	understanding and
a. Skills in this area shall be	application of research-
designed to develop an	based classroom and
understanding of the	behavior management
historical, philosophical, and	techniques, classroom
sociological foundations	community building,
	positive behavior supports,
underlying the role,	

development, and	and individual
organization of public	interventions, including
education in the United	techniques that promote
States.	emotional well-being and
	teach and maintain
b. Attention shall be given to	behavioral conduct and
the legal status of teachers	skills consistent with
and students, including	norms, standards, and
federal and state laws and	rules of the educational
regulations; school as an	environment.
organization and culture;	
and contemporary issues	b. This area shall address
and current trends in	diverse approaches based
education, including the	upon culturally responsive
impact of technology on	behavioral, cognitive,
education. Local, state, and	affective, social and
federal governance of	ecological theory and
schools, including the roles	practice.
of teachers and schools in	
communities, shall be	c. Approaches should
included.	support professionally
	appropriate practices that
c. Professionalism and	promote positive
ethical standards, as well as	redirection of behavior,
personal integrity shall be	development of social
addressed.	skills, and of self-
	discipline.
d. Knowledge and	
understanding of Virginia's	d. Knowledge and an
Guidelines for Uniform	understanding of various
Performance Standards and	school crisis management
Evaluation Criteria for	and safety plans and the
Teachers shall be included.	demonstrated ability to
	create a safe, orderly
6. Language and literacy: 6	classroom environment
semester hours.	shall be included.
a Farby/primary prok 2 and	_ , , , , , ,
a. Early/primary preK-3 and	e. The link between
elementary education preK-	classroom management
6 - language acquisition and	and students' ages shall
reading and writing: 6 semester hours. Skills listed	be understood and
	demonstrated in
for these endorsement	techniques used in the
areas represent the	classroom.
minimum competencies that	4 Apparement of and far learning
a beginning teacher shall be	4. Assessment of and for learning:
able to demonstrate. These	3 semester hours.
skills are not intended to	a. Skills in this area shall
limit the scope of a	be designed to develop an
beginning teacher's	understanding and
program. Additional	
knowledge and skills that	application of creating,
add to a beginning teacher's	selecting, and
competencies to deliver	implementing valid and
instruction and improve	reliable classroom-based
student achievement should	assessments of student
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adolescent learners	including federal and state
	laws and regulations;
(2) Literacy in the c	ontent school as an organization
areas: 3 semester h	
Skills in this area sh	
designed to impart	
understanding of vo	education, including the
development and	impact of technology on
comprehension skil	
English, mathemati	cs, and federal governance of
science, history and	
science, and other	
areas. Strategies in	clude schools in communities,
teaching students h	
ask effective questi	
summarize and rete	othical standards, as wall
verbally and in writi	ng, and ethical standards, as well
to listen effectively.	as personal integrity shall
Teaching strategies	
literal, interpretive,	critical, d. Knowledge and
and evaluative	understanding of Virginia's
comprehension, as	Guidelines for Uniform
the ability to foster	Performance Standards
appreciation of a va	IFIETY OT and Evaluation Criteria for
fiction and nonfictio	Teachers shall be
and independent re	ading for included
adolescent readers	included.
	6. Language and literacy: 6
7. Supervised clinical	semester hours
experiences. Supervise	d clinical
experiences shall be co	
and systematic and cor	and elementary

of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experience teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.	education preK-6 - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience. (1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics. (2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing.

 phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional stills shall include proficiency in understanding the strategies of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nidependent reading. b. Middle education - language acquisition and reading development: 3 semester hours and literacy in the content areas: 3 semester hours. (1) Language acquisition and reading development: 3 semester hours. (1) Language acquisition and reading of the complex nature of language acquisition and reading development: 3 semester hours. (1) Language acquisition and reading development: 3 semester hours. (1) Language acquisition and reading development: 0 in and reading development: 0 in and reading development: 3 semester hours. (1) Language acquisition and reading development: 0 in and reading development: 0 in a variety is for complex nature of language acquisition and reading development: 3 semester hours. 		
reading. b. Middle education - language acquisition and reading development: 3 semester hours and literacy in the content areas: 3 semester hours. (1) Language acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners.		honological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction
language acquisition and reading development: 3 semester hours and literacy in the content areas: 3 semester hours. (1) Language acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners.		
acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners.		b. Middle education - language acquisition and reading development: 3 semester hours and literacy in the content
		acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for

	well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.
	(2) Literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ack effective
	to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent readers.
	<u>c. Dual Language</u> (English) preK-6 - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a

	has a local to a dama has a local.
	beginning teacher's
	competencies to deliver
	instruction and improve
	student achievement
	should be included as
	part of a quality learning
	experience.
	(1) Language
	acquisition: 3
	semester hours.
	Skills in this area
	shall be designed to
	impart a thorough
	understanding of the
	Virginia English
	Standards of
	Learning, as well as
	<mark>the complex nature of</mark>
	language acquisition
	<u>as a precursor to</u>
	literacy. Language
	acquisition shall
	follow the typical
	development of
	linguistic competence
	in the areas of
	phonetics, semantics,
	syntax, morphology,
	phonology, and
	pragmatics.
	(2) Literacy
	Development
	(Reading and Writing): 3 semester
	hours.
	Skills in this area
	<mark>shall be designed to</mark>
	<mark>impart a thorough</mark>
	<u>understanding of</u>
	strategies for
	integration of content,
	literacy, and
	language
	development,
	researched-based
	strategies for
	differentiating
	instruction for
	language
	development; and
	language and
	cognitive support or
	scaffolding bases on
	the various strategies
	of the language and
	literacy acquisition

	process. Skills in this
	area shall be
	designed to impart a
	thorough
	understanding of the
	<u>Virginia English</u>
	Standards of
	Learning, as well as
	the reciprocal nature
	of reading and
	writing. Reading shall
	include phonemic and
	other phonological
	awareness, concept
	of print, phonics,
	fluency, vocabulary
	development, and
	comprehension
	strategies. Writing
	shall include writing
	strategies and
	<u>conventions as</u>
	<u>supporting</u>
	composing and
	written expression
	and usage and
	mechanics domains.
	Additional skills shall
	include proficiency in
	understanding the
	stages of spelling
	development and the
	writing process, as
	well as the ability to
	foster appreciation of
	a variety of fiction and
	nonfiction texts and
	independent reading.
	<u>d. Dual Language</u>
	(Target Language)
	preK-6 - language
	acquisition and bilingual
	literacy development: 6
	semester hours. Skills
	listed for these
	endorsement areas
	represent the minimum
	competencies that a
	beginning teacher shall
	be able to demonstrate.
	These skills are not
	intended to limit the
	scope of a beginning
	teacher's program.
	Additional knowledge
	and skills that add to a

	heginning teacher's
	beginning teacher's
	competencies to deliver instruction and improve
	student achievement
	should be included as
	part of a quality learning
	<u>experience.</u> (1) Language
	acquisition: 3
	semester hours. Skills
	in this area shall be
	designed to impart a
	thorough understanding
	of the Virginia English
	Standards of Learning,
	as well as the complex
	nature of language
	acquisition as a
	precursor to literacy.
	Language acquisition
	shall follow the typical
	development of
	linguistic competence in
	the areas of phonetics,
	semantics, syntax,
	morphology,
	phonology, and
	pragmatics.
	(2) Bilingual literacy
	development: 3
	semester hours. Skills
	in this area shall be
	designed to impart a
	thorough understanding
	of strategies for
	integration of content,
	literacy, and language
	development,
	researched-based
	strategies for
	differentiating
	instruction for dual
	language; and
	language and cognitive
	support or scaffolding
	bases on the various
	strategies of the second
	language acquisition
	process. Reading shall
	include phonemic and
	other phonological
	awareness, concept of
	print, phonics, fluency,
	vocabulary
	development, and
	comprehension
l	Comprenension

	strategies Writing abo
	strategies. Writing sha
	include writing
	strategies and conventions as
	supporting composing and written expression
	and usage and mechanics domains.
	Additional skills shall
	include proficiency in understanding the
	stages of spelling
	development and the
	writing process, as we
	as the ability to foster
	appreciation of a varie
	of fiction and nonfiction
	texts and independent
	reading.
	7. Supervised clinical experiences
	Supervised clinical experiences
	shall be continuous and systemat
	and comprised of early field
	experiences and a minimum of 10
	weeks of successful full-time
	student teaching in the
	endorsement area sought under
	the supervision of a cooperating
	the supervision of a cooperating
	effectiveness in the classroom.
	The summative supervised stude
	teaching experience shall include
	at least 150 clock hours spent in
	direct teaching at the level of
	endorsement in a public or
	accredited nonpublic school. One
	year of successful full-time
	teaching experience in the
	endorsement area in a public or
	accredited nonpublic school may
	be accepted in lieu of the
	supervised teaching experience.
	For the Online Teacher License
	only, one year of successful onlin
	teaching experience in the
	endorsement area in a public
	school, an accredited nonpublic
	school, or an accredited virtual
	school or program may be
	accepted in lieu of the supervised
	teaching experience. A fully
	licensed, experienced teacher
	shall be available in the school
	building to assist a beginning

	teacher employed through the alternate route
	Rationale: The professional studies requirements needed to be aligned specifically to those individuals teaching in dual language programs.

If a <u>new</u> VAC Chapter(s) is being promulgated and is <u>not</u> replacing an existing Chapter(s), use Table 2.

New chapter- section number	New requirements to be added to VAC	Other regulations and laws that apply	Change, intent, rationale, and likely impact of new requirements
8VAC20- 23-321	 8VAC20-23-321 Dual Language (English) Endorsement preK-6. A. The Dual Language (English) endorsement is to teach dual language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement may teach in dual language (English) in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3/Elementary Education prek-6). B. The candidate is subject to the elementary education content assessment and the reading for educators assessment prescribed by the Virginia Board of Education for initial licensure. The Virginia Board of Education prescribed reading and writing assessment is not required for an initial license with an endorsement in Dual Language (English). C. Endorsement requirements for Dual Language (English) preK-6. The candidate shall have: 	N/A	The amendments set forth proposed requirements for dual language endorsements. The Virginia General Assembly required the addition of dual language to the Licensure Regulations for School Personnel.

Table 2: Promulgating New VAC Chapter(s) without Repeal and Replace

	 Graduated from an approved teacher 	
	<u>preparation program in dual language</u>	
	elementary preK-6; or	
	2. Earned a baccalaureate degree from a	
	regionally accredited college or university	
	and completed the following semester-	
	hour requirements:	
	a. English (shall include composition,	
	oral communication, and literature):	
	12 semester hours; or complete 6	
	semester hours in English and pass a	
	rigorous elementary subject test	
	prescribed by the Virginia Board of	
	Education;	
	h Mathematics (shall include clashes	
	b. Mathematics (shall include algebra,	
	geometry, probability and statistics,	
	and teaching elementary	
	<u>mathematics): 15 semester hours; or</u>	
	<u>complete 6 hours in mathematics,</u>	
	complete a methods course in	
	teaching elementary mathematics	
	<u>course</u>	
	(3 semester hours), and pass a	
	rigorous elementary subject test	
	prescribed by the Virginia Board of	
	Education;	
	c. Laboratory sciences: 15 semester	
	hours in at least three science	
	disciplines and at least a three credit	
	science methods course; or complete	
	9 semester hours (in two science	
	disciplines), complete a methods in	
	teaching elementary science course	
	(3 semester hours), and pass a	
	rigorous elementary subject test	
	prescribed by the Virginia Board of	
	Education;	
	d. History (shall include American	
	history and world history): 6 semester	
	hours, and Social Science (shall	
	include geography and economics): 6	
	semester hours; or complete 3	
	semester hours in history, complete 3	
	semester hours in social science	
	(geography or economics), complete	
	a methods course in teaching	
	elementary history and social	
	sciences course (3 semester hours),	
	and pass a rigorous elementary	
	subject test prescribed by the Virginia	
	Board of Education.	

8VAC20- 23-322	 220-23- 322. Dual Language (English) -6 Add-on Endorsement A. The Dual Language (English) preK-6 endorsement is to teach dual language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English). B. Endorsement requirements.
	endorsement is to teach dual language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
	endorsement is to teach dual language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
1	language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
1	hold a valid Virginia teaching license with an elementary education endorsement in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
	with an elementary education endorsement in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
I	endorsement in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
I	grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
1	(such as Early/Primary Education preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
1	preK-3 or Elementary Education prek- 6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
I	6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
1	(English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
1	endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
1	Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).
I	Endorsement recognizes the candidate's additional preparation in Dual Language (English).
1	candidate's additional preparation in Dual Language (English).
1	Dual Language (English).
I	
1	B. Endorsement requirements.
	1. The candidate shall have earned
	<u>a baccalaureate degree from a</u>
	regionally accredited college or
	university and hold a license
	<u>issued by the Virginia Board of</u>
	Education with a teaching
	endorsement in elementary
	education.
	<u>Completed an approved teacher</u>
	preparation program in Dual
	Language (English) preK-6 Add-
	on Endorsement or completed
	the following:
	<mark>a. <u>3 semester hours in</u></mark>
	curriculum for dual
	language
	design/assessment; and
	<mark>b. <u>a 45-clock-hour</u></mark>
	practicum in dual
	language (English) from
	a regionally accredited
	<u>college or university.</u>
	One year of successful,
	full-time teaching
	experience in a public
	school or accredited
	nonpublic school may be

	a second of the line of the	
	accepted in lieu of the	
	practicum. The	
	experience may be	
	completed under a	
	Provisional License.	
	8VAC20-23-323. Dual Language (Target	
8VAC20-	Language) Endorsement preK-6.	
23-323		
	A. <u>The Dual Language (Target Language)</u>	
	preK-6 endorsement is to teach dual	
	language in a World Language other than	
	English. The target language will be	
	noted on the endorsement.	
	B. <u>The Virginia Board of Education</u>	
	prescribed reading and writing	
	assessment is not required for an initial	
	license with an endorsement in Dual	
	Language (Target Language) preK-6.	
	C. Endorsement requirements for Dual	
	Language (Target Language) preK-6.	
	The candidate shall have:	
	The candidate shall have.	
	1. Earned a baccalaureate degree from	
	a regionally accredited college or	
	university and graduated from an	
	approved teacher preparation	
	program in Dual Language (Target	
	Language); or	
	<u></u>	
	2. Earned a baccalaureate degree from	
	a regionally accredited college or	
	university, and completed the	
	following requirements:	
	a. a major in the Target Language;	
	or 12 semester hours in the	
	Target Language above the	
	intermediate level that must	
	include composition, literature,	
	and conversation; or a qualifying	
	score(s) on a foreign language	
	assessment in the Target	
	Language as prescribed by the	
	Virginia Board of Education;	
	b. <u>Mathematics-9 semester hours in</u>	
	mathematics that must include	
		<u> </u>

	methods of teaching elementary
	mathematics;
	c. Laboratory sciences (in two
	science disciplines)-9 semester
	hours that must include methods
	of teaching elementary science;
	d. <u>History and Social Sciences:</u>
	United States history-3 semester
	hours; geography, economics, or
	United States or comparative
	government-3 semester hours;
	and methods of teaching
	elementary history and social
	sciences-3 semester hours
	e. Culture and Civilization: 3
	semester hours
	8VAC20-23-324. Dual Language (Target Language) preK-6 Add-on Endorsement
8VAC20-	
23-324	A. <u>The Dual Language (Target</u>
	Language) preK-6 add-on
	endorsement is to teach dual
	language in a World Language other
	than English. The target language
	will be noted on the endorsement.
	B. Endorsement requirements. The
	candidate shall have:
	1. Earned a baccalaureate
	degree from a regionally
	accredited college or
	university and hold a license
	issued by the Virginia Board
	of Education with a teaching
	endorsement in a <i>Target</i>
	Language.
	2. Completed an approved
	teacher preparation program
	in Dual Language (Target
	Language) preK-6 Add-on
	Endorsement or completed
	the following:
	a. <u>3 semester hours in</u>
1	curriculum for dual
	language
	design/assessment;

	-
b. <u>Passed the rigorous</u>	
elementary education	
assessment	
prescribed by the	
Board of Education	
or completed the	
following coursework:	
i. <u>Mathematics-</u>	
<u>9 semester</u>	
hours in	
mathematics	
that must	
include	
methods of	
teaching	
elementary	
mathematics:	
<mark>ii. <u>Laboratory</u></mark>	
sciences (in	
two science	
disciplines)-9	
semester	
hours that	
must include	
methods of	
teaching	
elementary	
science;	
iii. <u>History and</u>	
Social	
Sciences:	
United States	
history-3	
semester	
hours;	
geography,	
economics,	
or United	
States or	
comparative	
government-	
<u>3 semester</u>	
hours; and	
methods of	
teaching	
elementary	
history and	

social	
sciences-3	
semester_	
hours; and	
c. <u>a 45-clock-hour</u>	
practicum in dual	
language (Target	
Language) from a	
regionally accredited	
college or university.	
One year of	
successful, full-time	
teaching experience	
in a public school or	
accredited nonpublic	
school in dual	
language (Target	
Language) may be	
accepted in lieu of	
the practicum. The	
experience may be	
completed under a	
Provisional License.	

If the regulatory change is replacing an emergency regulation, and the proposed regulation is <u>identical</u> to the emergency regulation, complete Table 1 and/or Table 2, as described above.

If the regulatory change is replacing an **emergency regulation**, but <u>changes have been made</u> since the emergency regulation became effective, <u>also</u> complete Table 3 to describe the changes made <u>since</u> the emergency regulation.

 Table 3: Changes to the Emergency Regulation

Emergency chapter- section number	New chapter- section number, if applicable	Current <u>emergency</u> requirement	Change, intent, rationale, and likely impact of new or changed requirements since emergency stage
N/A			